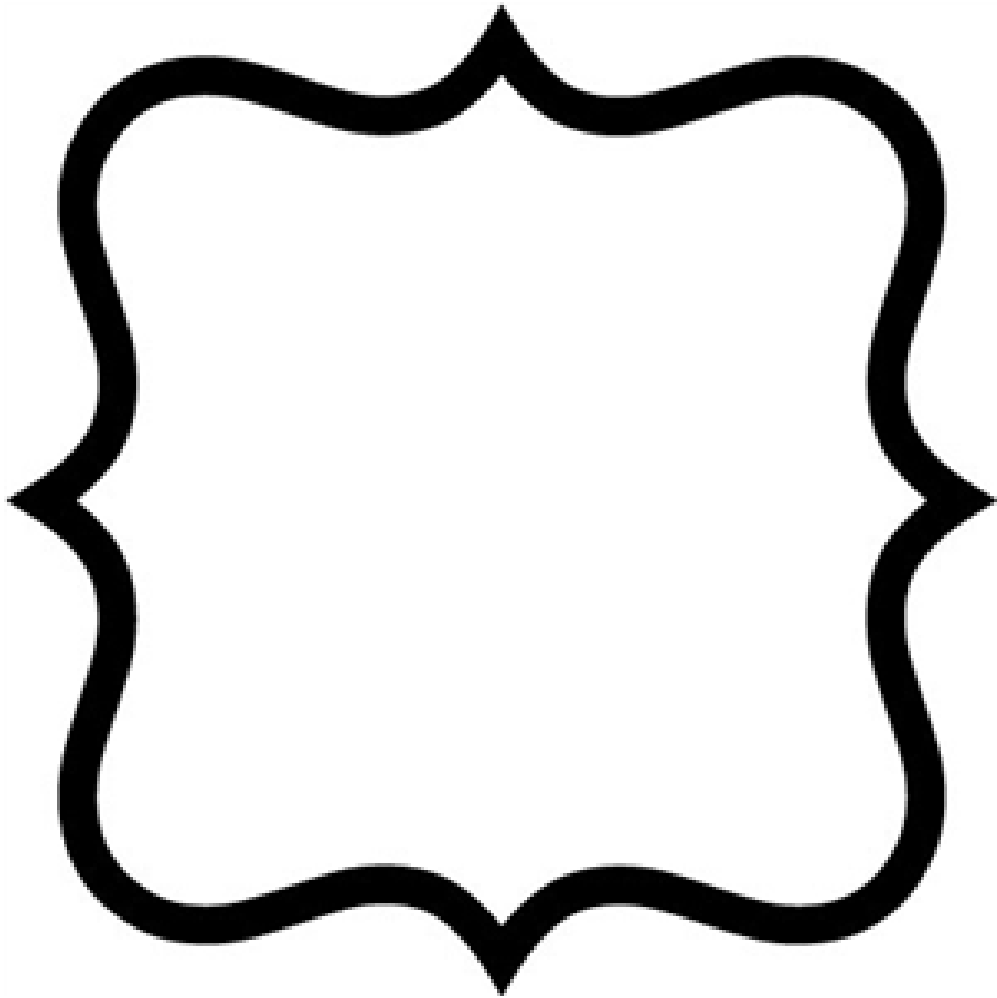


Gainford CofE Primary School

Exploring the Arts.



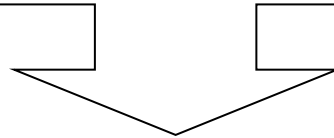
My Journey

Name:

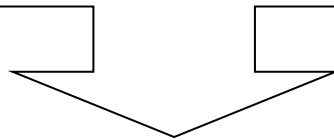
**Add a photo or draw a picture of yourself in the picture frame*

Project aims

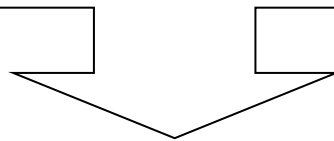
a. INSPIRE



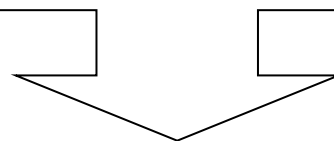
b. EXPLORE



c. CREATE



d. PRESENT



Notes for the grown-ups

How does the project work?

Please do not be put off by the size of the workbook, the idea is that this is a termly project that can be dipped in and out of as and when you have time. Generally, our weekly music lessons are practical and build skills progressively, which currently is not possible.

Therefore, I thought a project approach would work, which will offer some consistency in these uncertain times. The aim is that the project can be worked on whether at home or in school, and the sections and tasks can be done in any order.

Have a go at the activities you can do, and leave the ones you can't. Please also feel free to develop and extend the workbook if your child wants to add more art work.

What equipment is needed?

Essential

- Pen, pencils, tape/glue
- Sense of humour!

Helpful

- * Internet access
- * Tablet/PC/laptop
- * Camera (can be phone/tablet etc)

The project does not need instruments, however, it would be helpful if your child could access video clips from the internet. It will also be helpful if you could take and add the occasional photo of them undertaking the work. If this is not possible, leave the space blank and we will do it in school once we get back.

What will the children be learning?

Curriculum targets

- Improvise and compose for a range of purposes
- listen with attention to detail and recall sounds
- sketch and record observations
- Investigate artists, designers and architects.

The idea is the children will explore, experience and investigate a music theme and art theme. The format of a workbook follows the successful approach used by the Arts Award programme. In the Arts Award programme, children investigate an artist through visits, workshops and interviews. As this is not possible the task has been replicated by finding and adding quotes and information about the artist and art institutions in section B, which may make the section seem a little text heavy.

A plea.... In school we have a big book to record our music activities. If your child is playing an instrument at home (or making junk instruments) could you please take a photo so that we can create a 'Music in Lock-down' section? Thank you!



Possible, by Michael Rosen

This morning, I started to:

Sing a song,

Write a story,

Carve a statue,

Draw a drawing,

Act in a play,

Play a guitar,

Paint with a brush,

Film with a camera,

Design a film,

Rhyme a poem,

and

Dance a dance.

This afternoon, I will:

Sing a statue,

Write with a camera,

Carve a play,

Draw a song,

Act in a drawing,

Play a brush,

Paint with a story,

Film with a guitar,

Design with words,

Rhyme a dance,

and

Dance a poem.



Notes for the children.....your challenge!

Tick the activities once you have finished them.

Section A	Page	√	Section B	Page	√
Taking Part			Finding out		
1.Art forms	1		1.Finding out	28	
2.What is an art form?	2		2.Anna Meredith	29	
3.Art in my home	3		3.Herbert Bayer	35	
4.My engagement	4		4.Tate Britain	39	
5.My favourite art	5		5.Local art institutions	44	
6. Reflecting	6		6.Review Section B	47	
7.My aims	7				
8.Body percussion	8				
9.Judither Rothschild	17				
10.Herbert Bayer	21				
11.Tait paint tool	24				
12.Review Section A	25				

Section C	Page	√	Section D	Page	√
Create art piece			Share		
1.Make a plan	48		1.Evaluating journey	52	
2.Record progress	49		2.Sharing my journey	53	
3.New art work	50		3.Evaluating my presentation	54	
4. Evaluate art piece	51				

Section A: Taking part

About me



1. How many art forms can you identify?



Can you name each art form?

Tick the ones you have done.

2. What is an art form?

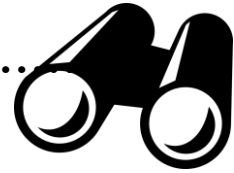
If you describe an activity as an **art form**, you mean that it is concerned with creating objects, works, or performances that are beautiful or have a serious meaning (Collins dictionary).

Art forms are form of expressions. Art forms can include graffiti, DJ-ing, animation, computer design, graphics, costume and set design, Indian dance, arts and crafts and lots more.....






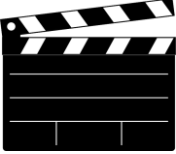



Can you think of any more art forms not shown on page 3?

3. Art in my home – a scavenger hunt.....



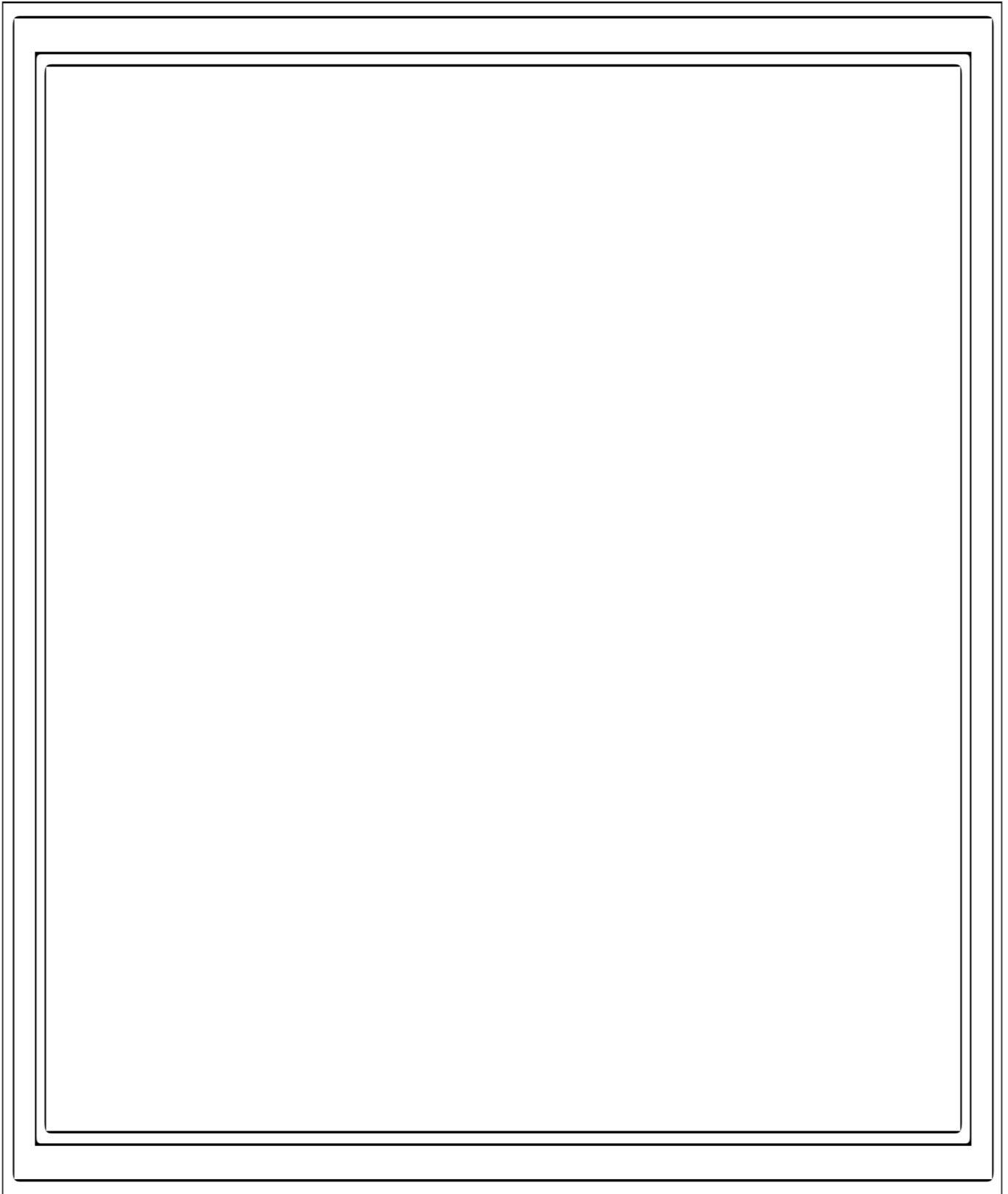
What art forms can you find at home?

Art form	What it is	Where I found it
	Dancing	On the TV in the lounge
		
		
		
		
		
		



4. My engagement

Do you have any photos of you doing arts activities that you could stick in the frame below? (Don't worry if you haven't, we can find some in school).



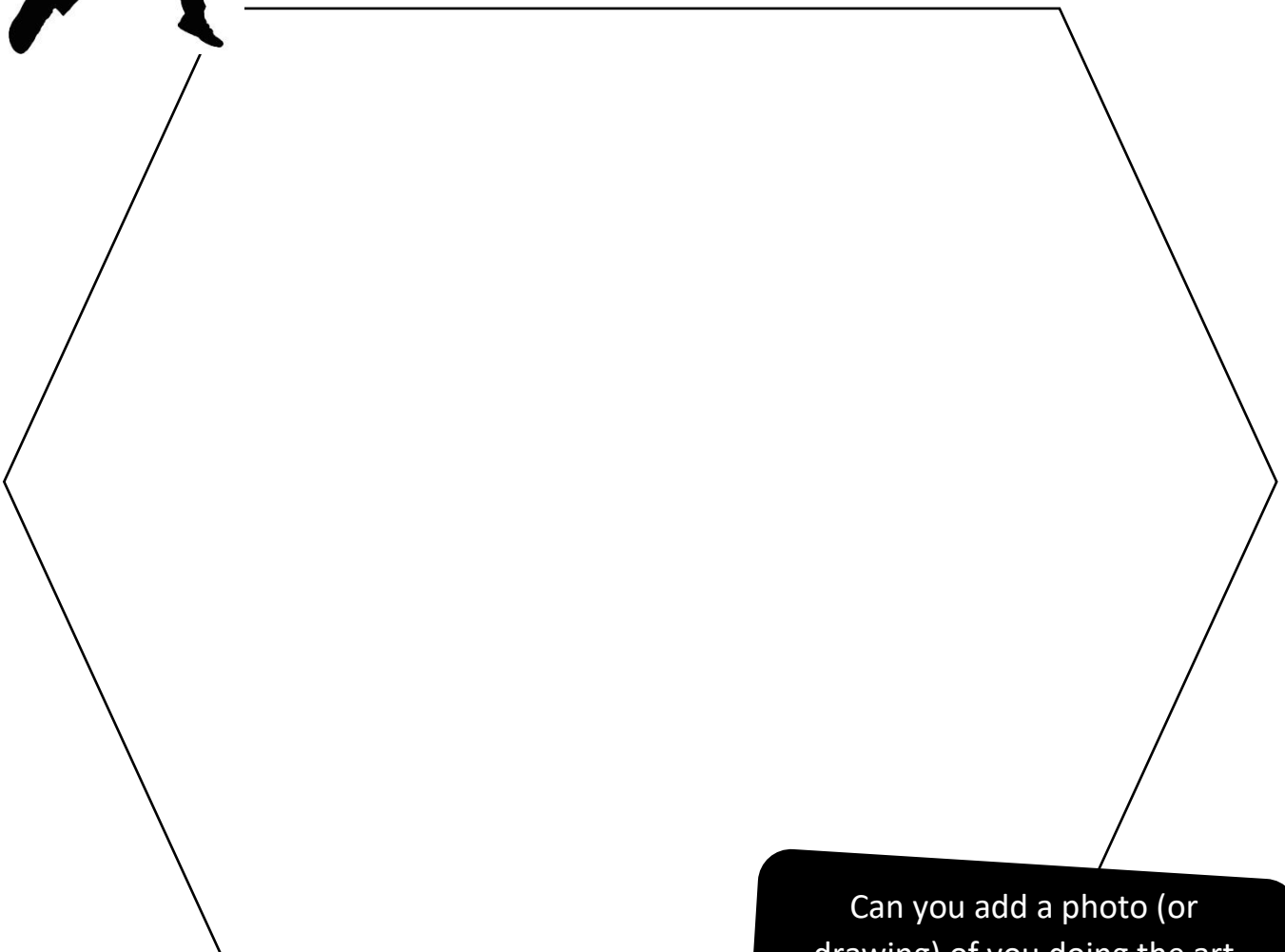
*You can colour the picture frame in if you want.

5. My favourite arts activity.....

Adults, please can you help your child stick in a photo of them doing their art form or add a copy of their work. If they do not have a photo they can draw themselves doing the task instead – but could you annotate please?



What art activity do you most like to do?



Can you add a photo (or drawing) of you doing the art form?

Why do you like doing this?



How does it make you feel?

6. Reflecting



Is there a special place where you have had a go at art work? (Holidays, museum visits, after-school clubs)



What is the most unusual art form you have tried?

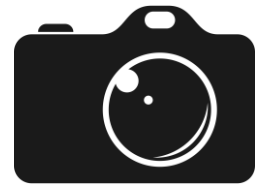


What art skills are you good at?



7. My aims:

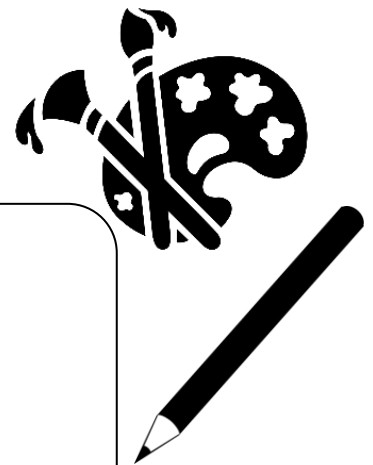
What art form would you like to try next?



Why?



Where could you go and who could help you?



Inspiration – Trying new art forms

8. Art Form 1 – Body percussion (music)

Body percussion in music

Draw a line to match the sound made by the body part.



A black silhouette of a human figure is centered on the page. There are white dots on the following body parts: the head, the right shoulder, the left shoulder, the chest, the right hand, the left hand, the right knee, the left knee, the right foot, and the left foot. Surrounding the silhouette are ten rounded rectangular boxes, each containing a sound effect: "tap", "pat", "shhhh", "jump", "stamp", "slap", "clap", and "click". The boxes are arranged as follows: "tap" is to the left of the head; "pat" is to the right of the chest; "shhhh" is to the left of the waist; "jump" is to the right of the waist; "stamp" is to the left of the knees; "slap" is to the right of the knees; "clap" is to the left of the feet; and "click" is to the right of the feet.

Rhythm and pulse..



You will need to ask for help.

Watch a short video clip



BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z2mqw6f>



Which statement is true? (tick the answer)

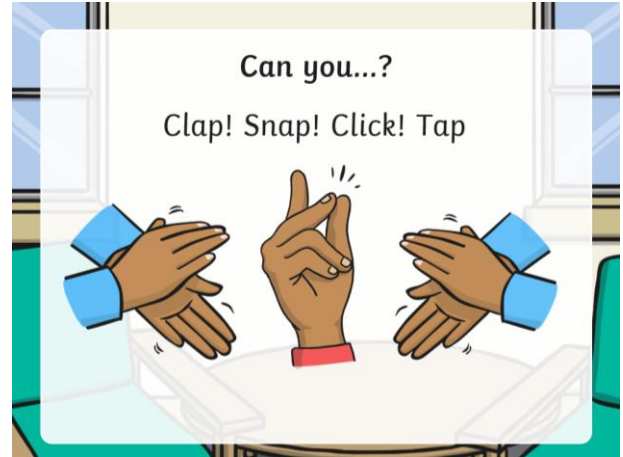
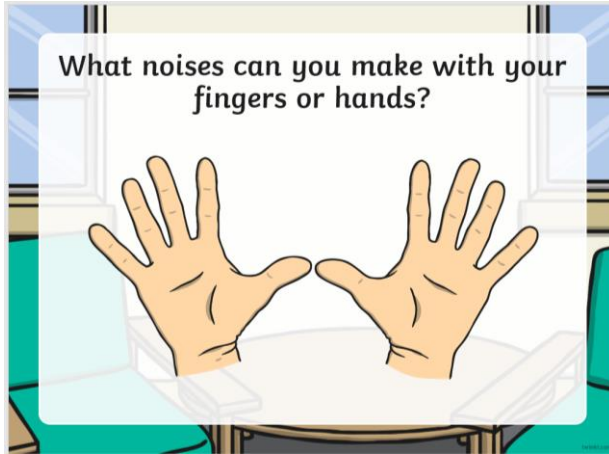
	True	False
The pulse is rough and smooth		
The rhythm is long and short notes put together.		
The pulse goes fast and slow		
The pulse is steady like a heart beat.		
The rhythm is played at the same time as the pulse.		

What is body percussion?

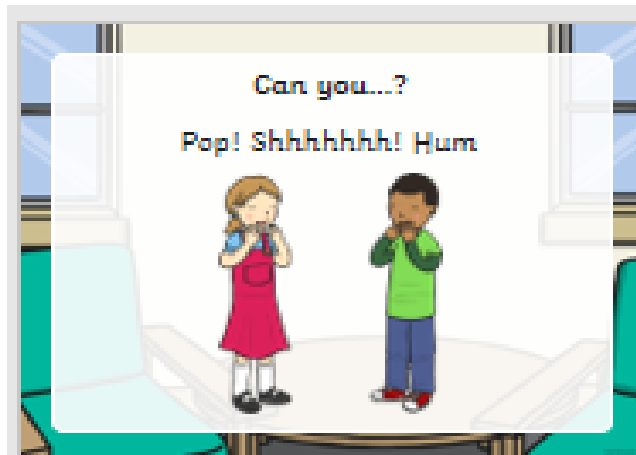
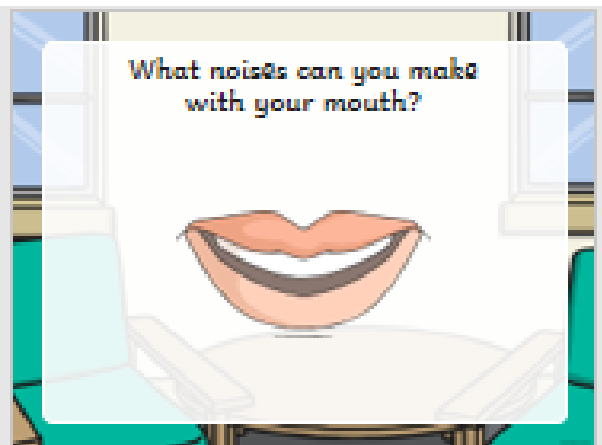


Try

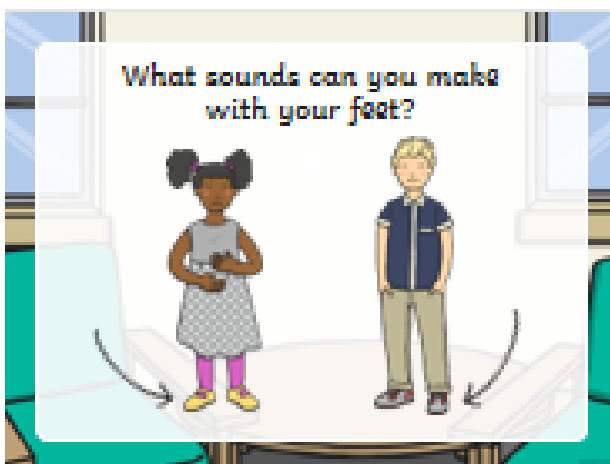
Hands



Mouth



Feet



Giving it a try...



You will need to ask for help.



Watch this short video clip

Ollie from 'Beat Goes On' teaching Body Percussion on CBeebies' 'Let's Go Club! (part 1)

<https://www.youtube.com/watch?v=sW2DY1OpgrI>



Grown ups – if the link doesn't work, type the title into the YouTube search box.

Most clips have the comments section disabled, but just in case, you may want to enlarge to full screen before viewing

Can you perform the actions and keep to the beat?

yes / a little / no (circle one)

Make your own pattern using claps, stamps and thigh beats.

Have a practice and see if you can repeat your rhythm 3 times.

Can you show your rhythm to someone else?

You could even teach them your pattern or see if they can copy you.



There are three more videos for you to watch and try



Body Beats - Baa Baa Black Sheep

<https://www.youtube.com/watch?v=69dYVIq5q9E>

Body Beats - Hickory Dickory Dock

<https://www.youtube.com/watch?v=dj-oLQYZOmM>

What move is the most tricky in the pattern, and why?

.....

.....

Which movement do you like the most?

.....

.....

This is a challenge

Ollie from 'Beat Goes On' teaching Body Percussion on CBeebies' 'Let's Go Club! (part 2)

<https://www.youtube.com/watch?v=QOh1P1ZcTaU>

Composing challenge



Have a go at making your own body percussion tune.

Try

How will it start?

How will it end?

Which body parts will you use?

Is it fast or slow (tempo)?

What is your favourite move?

Sharing your work

Who will you show your tune to?.....

Add a photo or draw yourself performing body percussion



A large, empty rounded rectangular frame intended for a student to add a photo or drawing of themselves performing body percussion.

Evaluating your piece and performance

What went well? What would you change?



A large, empty rounded rectangular frame intended for a student to write their evaluation of their piece and performance.

Evaluating



Clip 1: The performer in the Body Beats videos is called Ollie Tunmer and he has performed in a famous musical called 'Stomp'!

Hands and feet | STOMP | TEDx

<https://www.youtube.com/watch?v=02nzFHmgPGk>

Can you clap along with the audience?



*Grown-ups, the clip is 11 minutes long, so you may want to dip in and out.

A large, cloud-shaped writing area with a scalloped border. In the top right corner of the cloud, there is a small square icon containing a green pen and the word 'Write'. The cloud contains three questions:

What did you like about the body percussion used?

How did it make you feel?

Did you like it?

Clip 2: Watch this jazz class warm- up activity



TTU Jazz Classes: body percussion by Kris Olson,
music by Flynn Cohen

<https://www.youtube.com/watch?v=f9U9bvzKmYQ>



What did the performers do well?

Which move are you inspired to try?

Can you do the
underhand knee
clap move?

Yes / No

Write 3 words to
describe this piece

9. Art Form 2 – Colour and shape (drawing)

Drawing Challenge

All art makes use of shape and colour in some way. Your eyes can be drawn to certain parts of an artwork when shape and colour is used correctly. Artists use colour to express themselves and aim to make you feel something when you look at it (Tate Art Gallery)



Artist 1: Judith Rothschild

Judith Rothschild (1921-1993), gained success as a young artist in New York in the 1940s for her composition and use of colour. She was born in New York and attended Wellesley College, near Boston. She studied painting at the Cranbrook Academy of Art in Michigan, and in 1945 had her first solo exhibition. She is known for painting coastal landscapes. IN the 1970's she began to explore patterns, using colour with white backgrounds, inspired by the work of artist Henri Matisse. Her work is included in the collections of the Metropolitan Museum of Art, the National Gallery of Art, The Museum of Modern Art, the San Francisco Museum of Modern Art, the Solomon R. Guggenheim Museum, the Whitney Museum of American Art, the Philadelphia Museum of Art, among others (Richard Gray Gallery)

Examples of her work



Do your eyes get drawn to certain parts and colours of the pictures?

From the Richard Gray Gallery

Untitled composition, 1945



What are your first thoughts?

Which part of the picture are your eyes drawn to first?



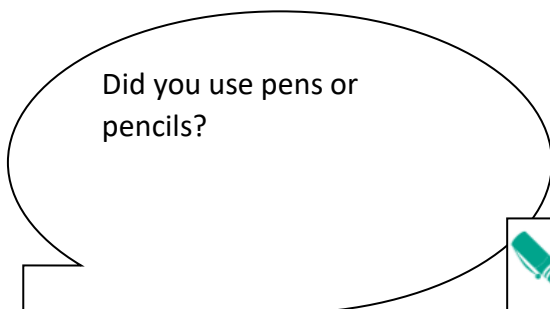
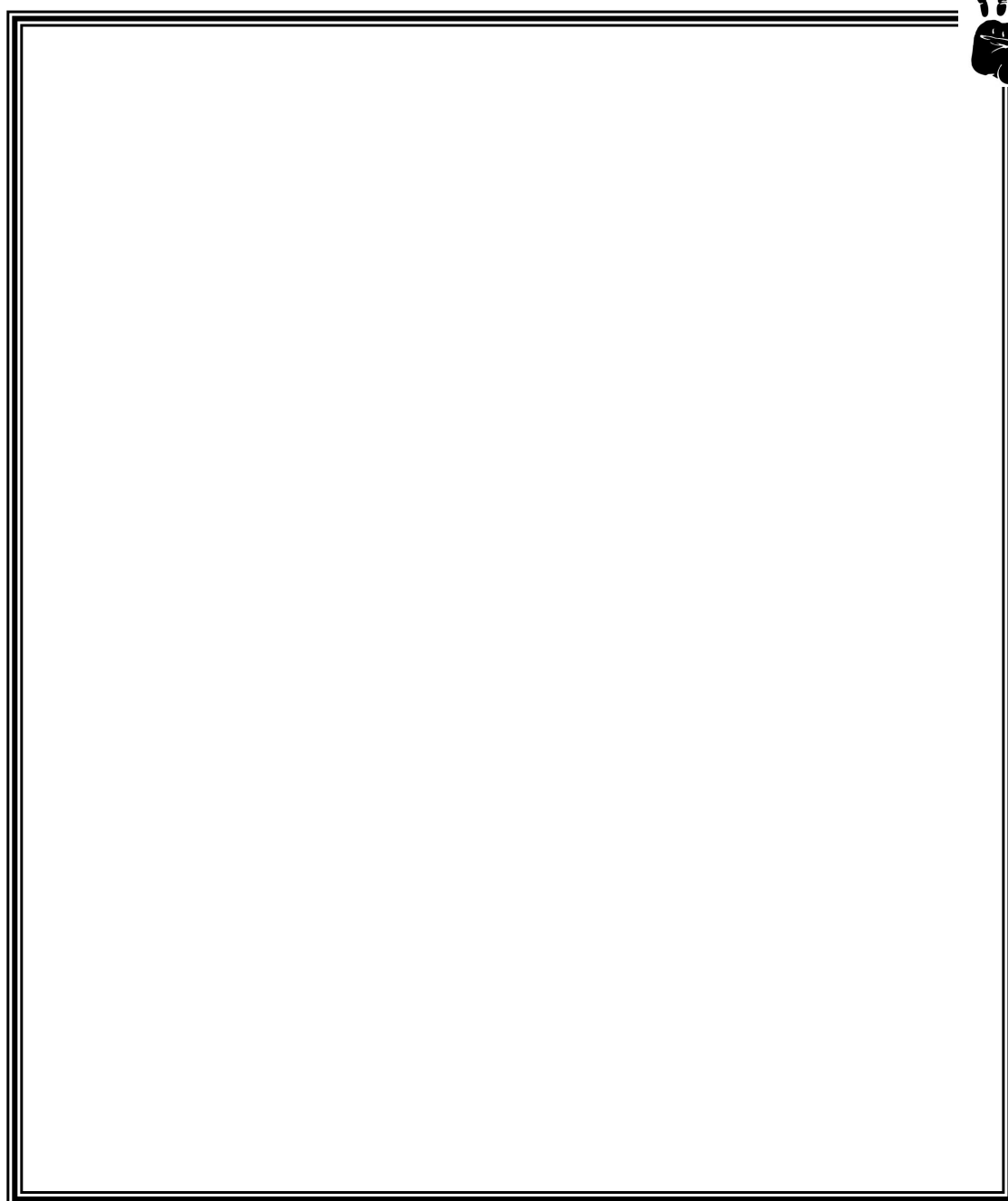
If you want to find out more about colour and shape in art, have a look at this link to Tate Kids

<https://www.tate.org.uk/art/teaching-resource/colour-and-shape>

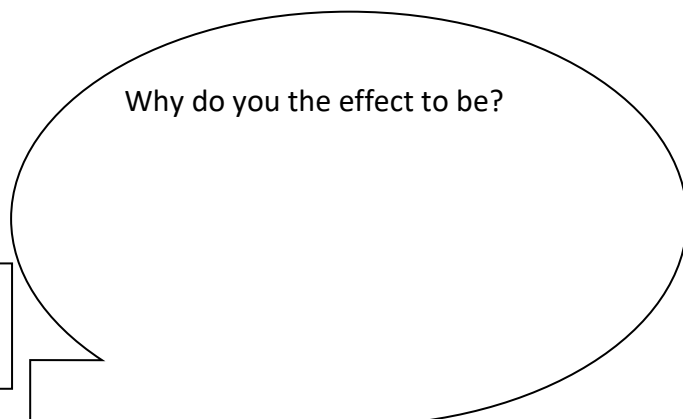
Are you inspired to have a go at making your own piece

Draw lines inside the frame below and then colour certain parts.

Think carefully about space and colour choice.

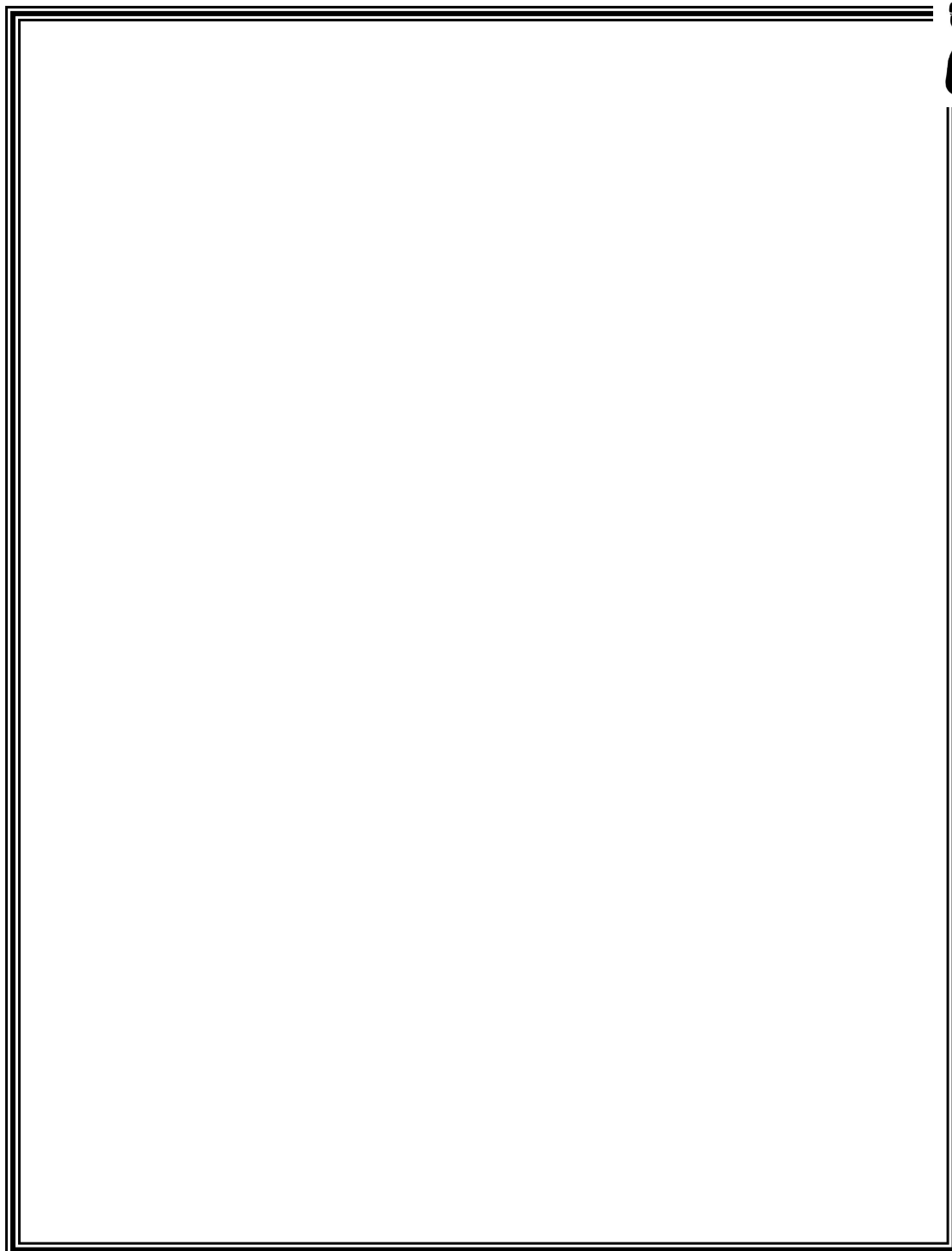


Did you use pens or pencils?



Why do you the effect to be?

Have another go – what will you change?



What do you think about this style of art?

.....

.....

10. Artist 2: Herbert Bayer

Four segmented circles, 1970 (from the Tate Gallery)



Which circle do you like the best, and why?

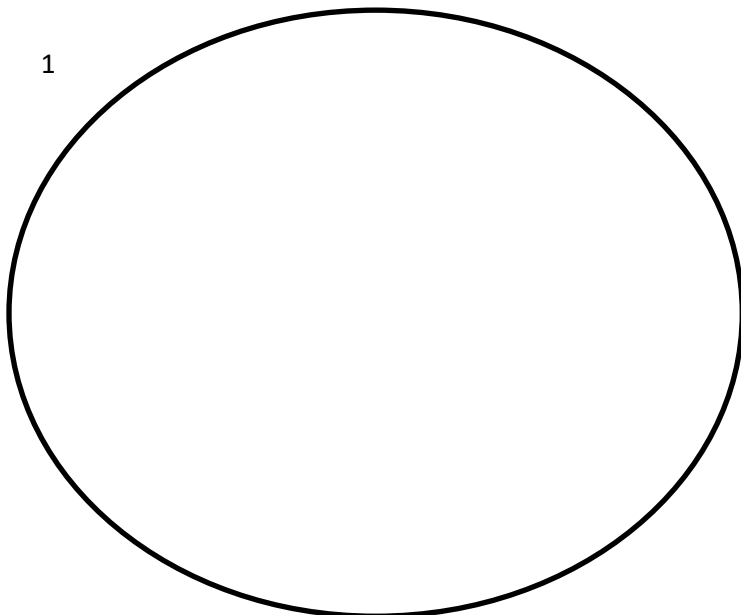
How does Herbert's use of colour make you feel?

You will find out more about Herbert Bayer in Section B.

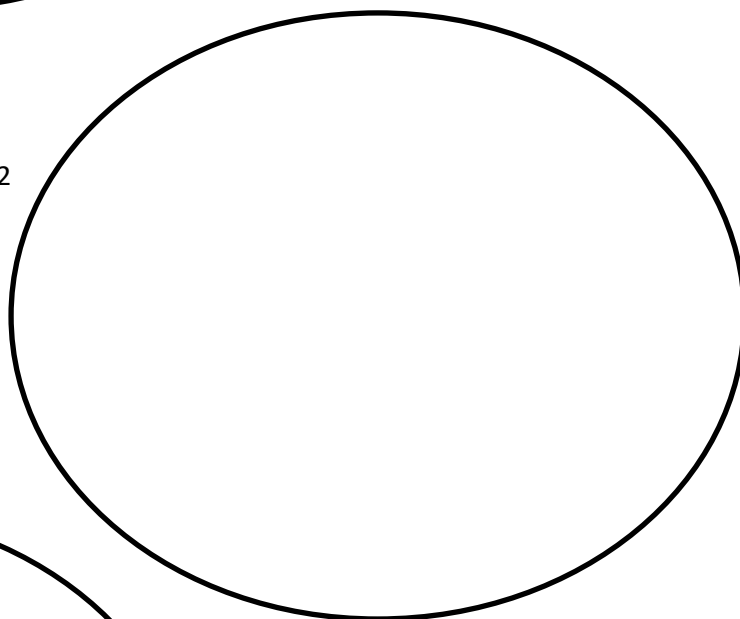
Have a go at copying Herbert Bayer's style. Draw clear lines inside each circle and colour with bright colours



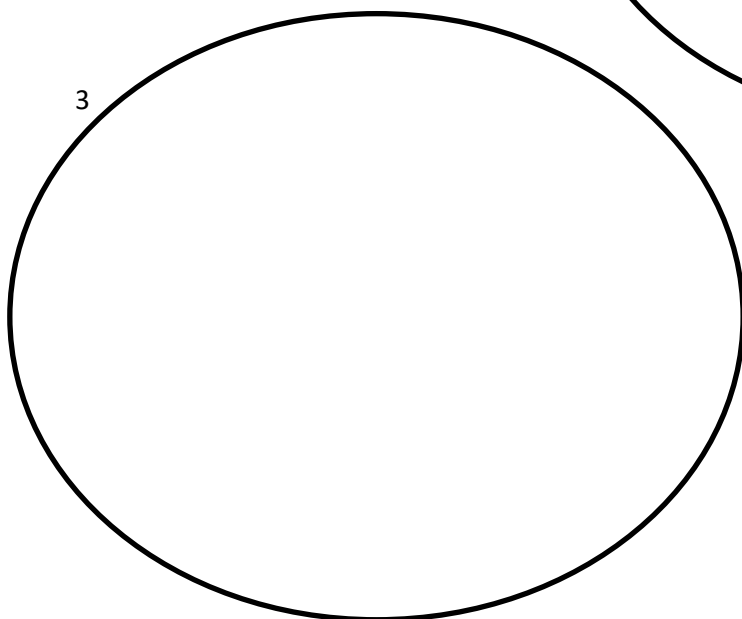
1



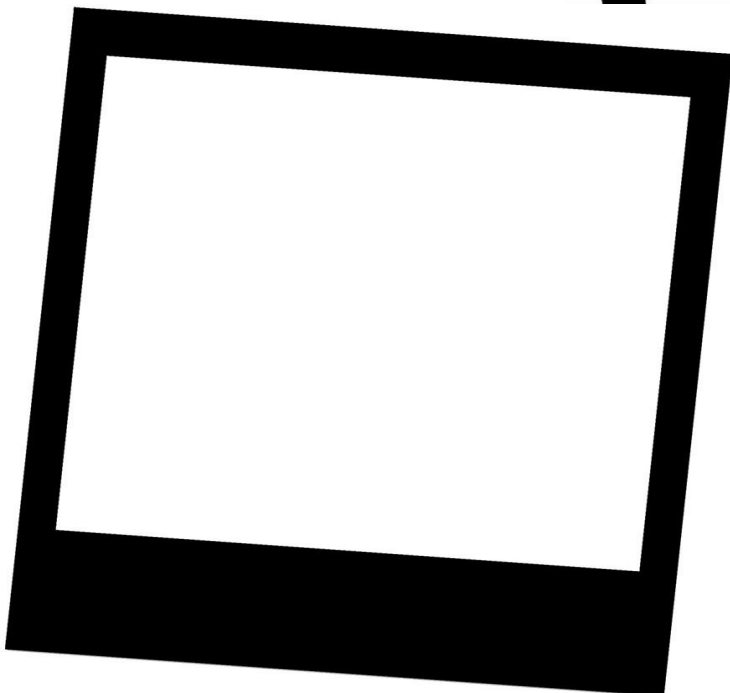
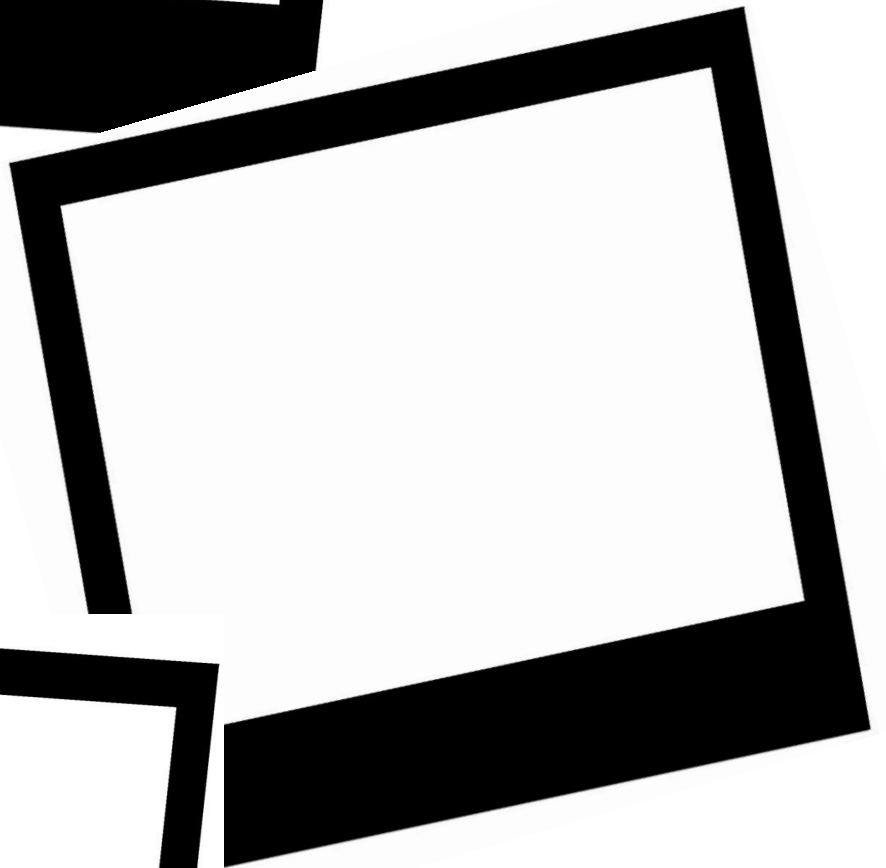
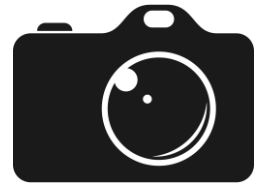
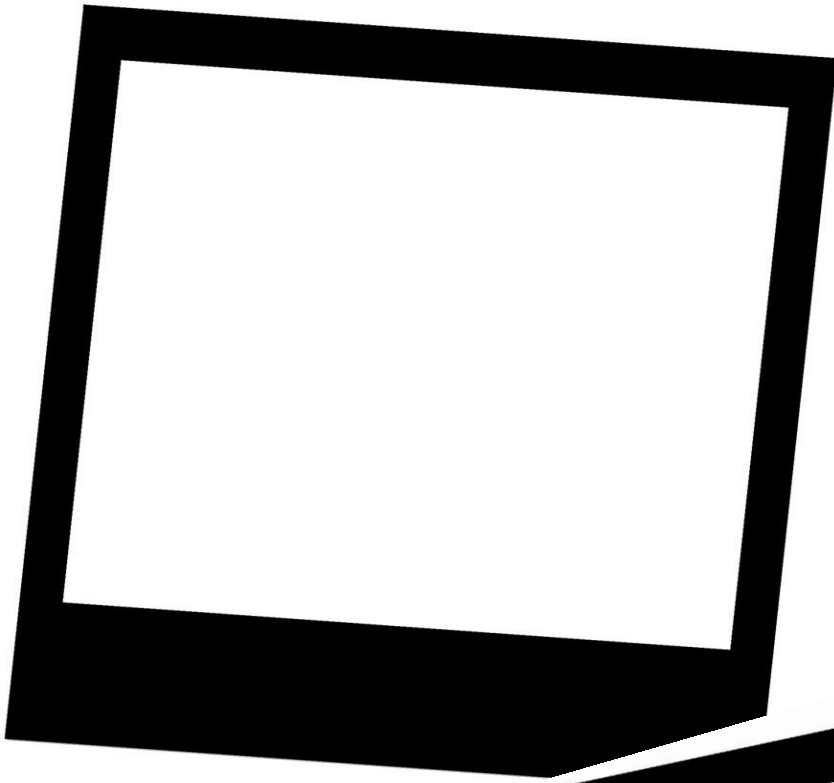
2



3



Which circle do you like
the best?



If you can, add a phot of you drawing your designs for pages 21 and 24.

If you can't, don't worry, we'll do this in school.

11. The Tate Paint Tool

Visit the Tate gallery website (Tate Kids section)

<https://www.tate.org.uk/kids/games-quizzes/tate-paint>



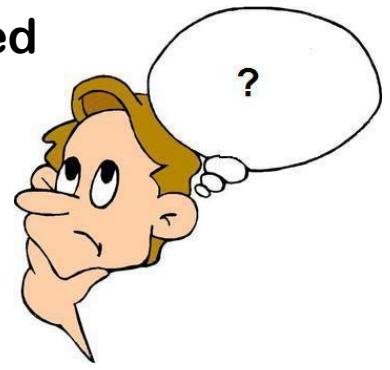
Explore the drawing tools and see if you can create a shape and colour design.

If you can print a copy and glue it in below.



Stick in your image

11. Section A Review – Getting involved



In this section you have learnt about and had a go at:

- Body percussions
- Drawing with pattern (Judith Rothschild)
- Drawing with shapes (Herbert Bayer)

Which section have you enjoyed the most and why?

RESPOND

THINK

What skills have you learnt?



Has anything inspired you to have another go or find out more?

Section B: Finding out



Ask a grownup

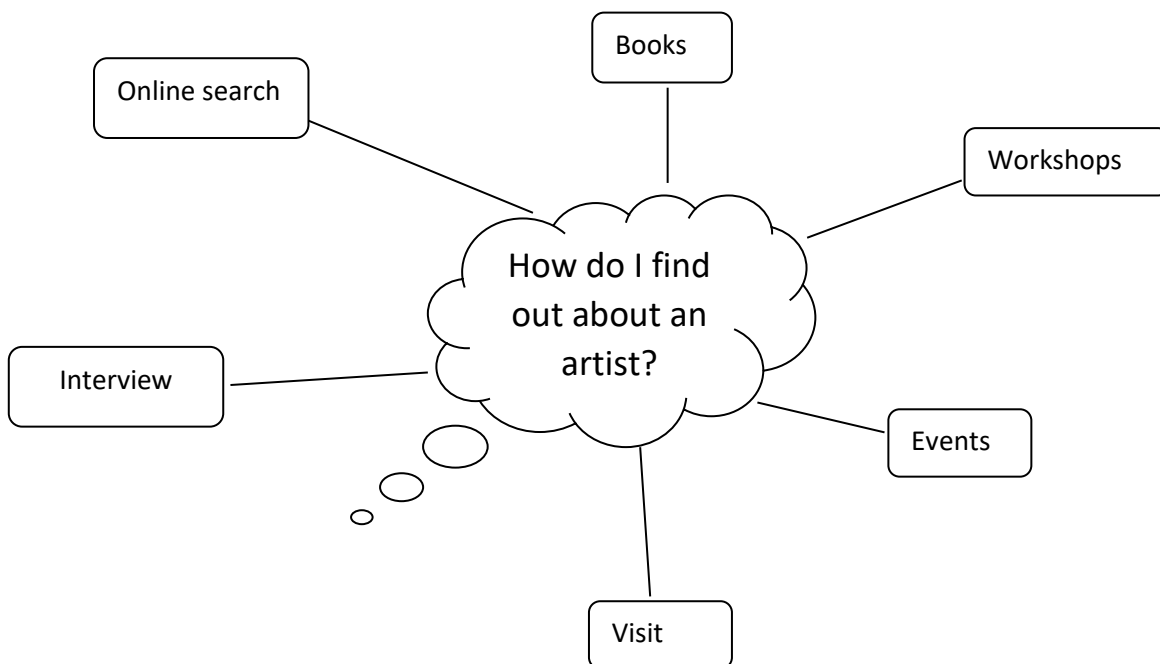


Read



Search/watch

1. What can I do to find out about artists and art places?

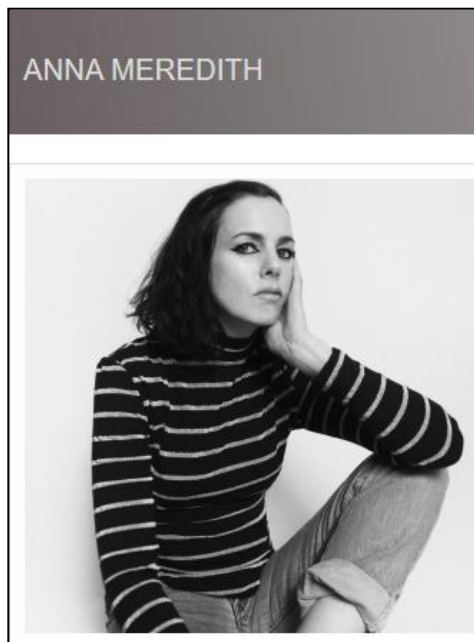


*Grown-ups, if needed please can you help the children read the information if they need a little help with their comprehension..

2. Composer Anna Meredith



Ask for help



<https://www.nmcrec.co.uk/composer/meredith-anna>

Anna Meredith is a modern composer who uses body percussion in her work. One of her pieces called 'Connect it' has been included in the BBC Ten Pieces collection

Meredith was born in Tufnell Park, North London and moved to South Queensferry, Scotland¹ at the age of two. She read for a degree in Music at University of York, where she was awarded first class honours, and gained her master's degree from the Royal College of Music. In 2003, aged 24, she was made the Constant and Kit Lambert junior fellow of the Royal College of Music.

Meredith first came to widespread public attention through her work *froms* created for the 2008 BBC Last Night of the Proms which was broadcast to 40 million people. She has since written another BBC Prom commission, her first opera (*Tarantula in Petrol Blue* – with libretto by Philip Ridley) and collaborated with the beatboxer Shlomo – writing the *Concerto for Beatboxer and Orchestra*.¹ Meredith has been a judge for BBC Young Musician of the Year, a mentor to Goldie for the TV show *Classical Goldie* and is a frequent guest and commentator for the BBC Proms and other BBC Radio 3 and 4 shows.

She was the classical music nominee for the 2009 Times Breakthrough Award and won the 2010 Paul Hamlyn Foundation Award for Composers.

Meredith's pieces include *Four Tributes to 4am* for orchestra, electronics and visuals by Eleanor Meredith, and *HandsFree*, a PRS NewMusic20x12 Commission for the National Youth Orchestra, which received warm reviews after being performed as part of the 2012 Cultural Olympiad in the Philharmonic Hall, Liverpool.

She featured in the First Night of the 2018 Proms with a new collaboration, *Five Telegrams*.

Meredith produced the soundtrack for the 2018 film *Eighth Grade*.

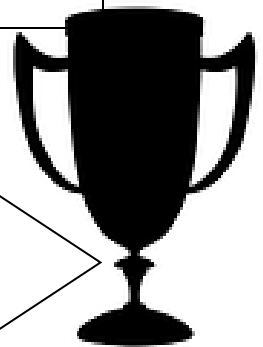
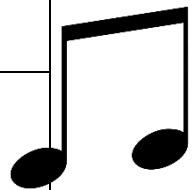
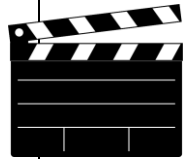
She was appointed Member of the Order of the British Empire (MBE) in the 2019 Birthday Honours for services to music.

<https://www.york.ac.uk/music/careers/alumni/meredith/>

Fact Finding about Anna Meredith

From the reading on page 28, find and write 8 facts you now know about Anna Meredith.

1
2
3
4
5
6
7
8



What impresses you the most?

Although you can't interview Anna in person, here are extracts of what she has said in printed interviews.



"I loved doing my degree at York. This was the perfect course for me as it gave me the opportunity to really stretch myself in areas I was already excited about – like composing and running the new music group, as well as playing loads in all the ensembles and orchestras"

"I don't remember any moment of thinking 'Yes, I'll be a composer.' It's just an evolving thing . . . you just deal with the decision that's right in front of you then."

"I have made 3 albums so far.

- [Varmints](#) (2016)
- [Anno](#) (2018)
- [Fibs](#) (2019)



One of my professors taught me how to create a picture map of my songs, and I now use this to help me map which instrument or sound will go where.

To investigate how she uses maps, use this link:

<https://www.ableton.com/en/blog/anna-meredith-shape-music/>

What I found out about Anna



Ask for help



When did Anna get an MBE from the Queen?	
How does Anna plan her work?	
What is Anna's 3 rd album called?	
Did she always dream of being a composer?	
Does she always use instruments in her music?	
In which 2 cities did she study music?	
How many people watched Anna's work at the BBC Last Night of the Proms in 2008	
Is Anna winner of the BBC Young Musician of the Year?	
What new piece of music did she perform at the 2018 Proms?	



Photo: Owen Richards (University of York)

Evaluating one of Anna's pieces, 'Connect it'.

BBC Bitesize (KS2) Music Rhythm and pulse

<https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z2mqw6f> (Watch 'Connect it' again)



*If you can't watch this at home, leave to do in school.

Do you like this music?

Is it fast or slow?

How did it make you feel?



Reflecting on my Anna research



What is the most interesting thing you have found out about Anna or about being a composer?

A large, hand-drawn thought bubble with a scalloped edge and three smaller circles at the bottom left, intended for writing an answer to the question above.

If you could meet Anna, what would you ask her? What else would you like to find out about her music?

A large, hand-drawn thought bubble with a scalloped edge and three smaller circles at the bottom right, intended for writing an answer to the question above.

3. Artist Herbert Bayer

In Section A you were introduced to Herbert's art work. He was a famous graphic designer who liked to use shape and colour in his designs.



<https://www.famousgraphicdesigners.org/herbert-bayer>

Herbert was an Austrian artist born on April 5, 1900 (dies in 1985), Bayer grew up in Haag, Austria-Hungary. He studied art, design and architecture at the Darmstadt Artists' Colony. In 1925 completed his training and was appointed head of the workshop for print and advertising at the Dessau Bauhaus

His artistic skills include graphic designing, sculpturing, photography, painting, architecture, exterior and interior designing and art direction. He used various media to create dynamic typefaces, paintings, and architecture, with a crisp and Minimalist style.

In 1928, Bayer become art director of Vogue magazine's Berlin office. In 1936 he designed a brochure for an exhibition for tourists visiting Berlin for the 1936 Olympic Games.

In 1944, he married a Dada artist, Joella Syrara Haweis. Two years later he moved to Aspen, Colorado as he was offered a job by industrialist and visionary Walter Paepcke. He put his architectural skills to work and designed the Aspen Institute and restored the Wheeler Opera House. In late 1950s, he enjoyed experimenting and designing different types of alphabets. In 1969 he won the Culture Prize of the German Society for Photography.

Bayer was appointed ARCO's Art and Design Consultant and he supervised the construction of ARCO Plaza in Los Angeles. He also Bayer designed a grand sculpture-fountain for the Plaza.

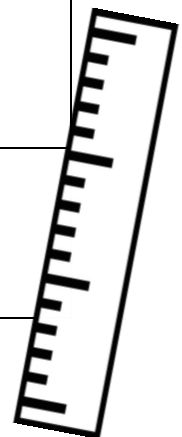
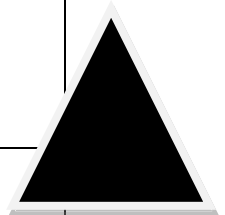
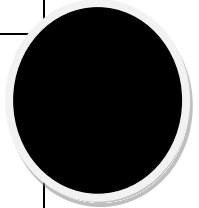
Herbert Bayer received Ambassador's Award for Excellence and was inducted into the Hall of Fame by the Art Directors Club (1975) for his invaluable contribution to art and in 1977 he was awarded an honorary doctorate from the Technical University of Gratz (1977).

He was instrumental in the development of the Atlantic Richfield Company's corporate art collection (nearly 30,000 items) until his death in 1985.

Fact Finding about Herbert Bayer

From the reading on page 34, find and write 8 facts you now know about Herbert Bayer.

1
2
3
4
5
6
7
8



What impresses you the most?

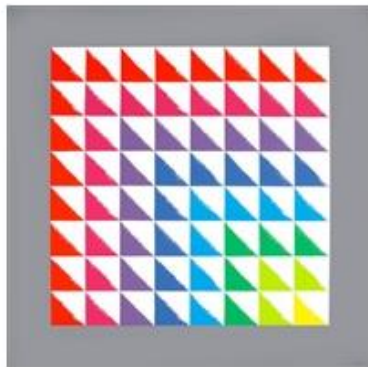
Blank area for writing an answer to the question 'What impresses you the most?'

As a graphic designer, Herbert Bayer liked to experiment with bright colours and shapes.

Taken from <http://www.artnet.com/artists/herbert-bayer/>



1



Herbert Bayer
Triangulated Square, c.1969,
1969

2



Herbert Bayer
Four Scales, 1968, 1968
Sale Date: February 27, 2020

3



Herbert Bayer
Divided into Sections, c.1974,
1974

4



Herbert Bayer
Chromatic Accumulation, 1971

5



Herbert Bayer
Yellow (Chromatic) Center, 19

6



Herbert Bayer
Chromatic Circles" tapestry,
commissioned..., 1967

7



Herbert Bayer
Chromatic Intersection, 1966

8



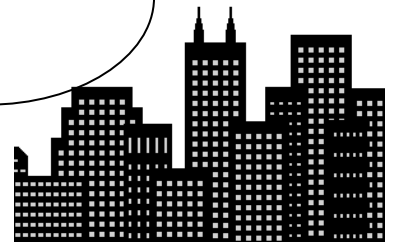
Herbert Bayer
tapestry from the Atlantic
Richfield Oil..., 1975

Think about how you could use these ideas to create your own design in Section C

Reflecting on my Herbert research



What is the most interesting thing you have found out about Herbert? Did anything surprise you?



Which design on page 36 do you like best and why?



If you could go back in time and meet Herbert, what would you ask him?



4. Art Institution - Tate Britain



In 1889 Henry Tate, an industrialist who had made his fortune as a sugar refiner, offered his collection of British nineteenth-century art to the nation and provided funding for the first Tate Gallery.



Sir Henry Tate, 1897

When Tate first opened its doors to the public in 1897 it had just one site, displaying a small collection of British artworks (this is now called 'Tate Britain'). Today we have four major sites and the national collection of British art from 1500 to the present day and international modern and contemporary art, which includes nearly 70,000 artworks.

The Tate group now consists of 4 galleries located across England; two in London, one in Liverpool and one in St. Ives..

THE GALLERIES

 <p>History of Tate Britain Discover how this gallery became home to the greatest collection of British art in the world</p>	 <p>History of Tate Modern Find out how this gallery became London's most recognisable and best loved building</p>	 <p>History of Tate Liverpool Read about how this gallery grew to be the heart of Liverpool's cultural scene</p>	 <p>History of Tate St Ives Read about how this gallery grew to be the hub for the art and artists of Cornwall</p>
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If you want to find out more about them, use this link;

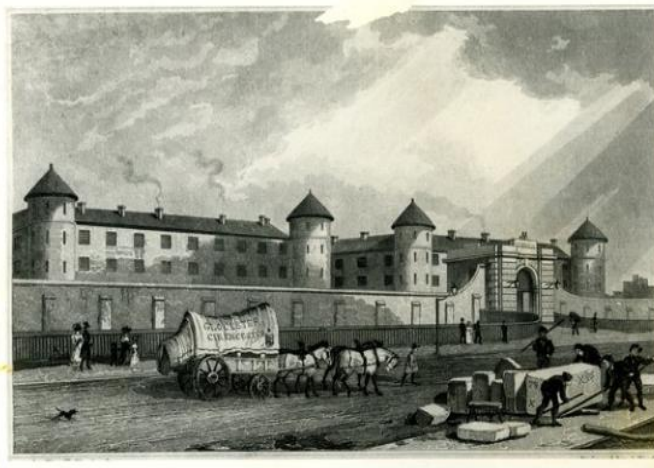
<https://www.tate.org.uk/about-us/history-tate>



The history of Tate Britain



The Tate Britain Gallery was built on the old site of a prison. Millbank Penitentiary used to be used to hold prisoners before they were deported to Australia. It was demolished in 1890. Sidney R.J. Smith was chosen as the architect for the new gallery. When the Tate Britain Gallery was built, a statue of Britannica, with a lion and a unicorn was placed at the front to show the gallery was for British art work.



The gallery opened its doors to the public in 1897, displaying 245 works in eight rooms from British artists dating back to 1790.



Photos from: <https://www.tate.org.uk/about-us/history-tate/history-tate-britain>

A major extension in the north-east corner, designed by Richard Llewelyn-Davies opened in 1979. In the same year, the gallery took over the adjacent disused military hospital, enabling the building of the new Clore Gallery, designed by Sir James Stirling and funded by the Clore Foundation. It opened in 1987 and went on to win a Royal Institute of British Architects award the following year.



Today, Tate Britain holds the national collection of British art from 1500 to the present day and international modern and contemporary art. The collection includes over 70,000 art works.

What does the Tate Britain art gallery do?



Research

We are committed to generating innovative, high quality research and to sharing our expertise with diverse audiences



Conservation

We manage, preserve and enable access to our collections in both physical and digital format



Collection

Tate holds the national collection of British art from 1500 to the present day and international modern and contemporary art



Digital

Using technology to enrich people's everyday lives through art

Why is it important to repair and conserve paintings?



Can you name 3 ways the gallery uses to teach people about the art works?

Which activity surprises you the most?



Learning Programmes

We explore the role that art and museums play in society, and what positive contribution they can make



UK and International Programmes

Read about our local initiatives and global collaborations



Location Filming and Photography

Find the best spots for shooting in our galleries



Tate Publishing

One of the world's leading publishers on the visual arts

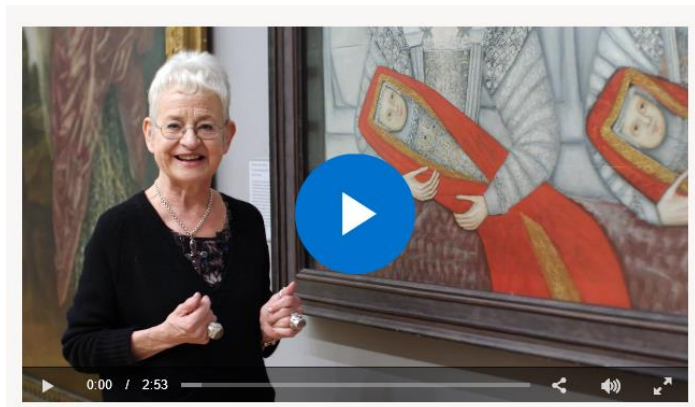
What can I learn in an art gallery?



Take a tour around Tate Britain with children's writer Jacqueline Wilson as she explains **how art can inspire stories and creativity**.

Use this link:

<https://www.tate.org.uk/kids/explore/kids-view/jacqueline-wilsons-magical-tour-tate-britain>



In the clip Jacqueline looks at the painting of a 'Frightened horse' by George Stubbs (painted in 1760). Has this inspired you to think how the horse escaped from the lion? Jot your idea below.



Fact finding.....

If you can use the internet, find 6 facts about visiting the gallery.

(If not, skip this part for now)



Ask for help

Use this link:

<https://www.tate.org.uk/visit/tate-britain#getting-here>

You might explore points such as how much it costs, the address, parking, age of visitors.

1
2
3
4
5
6



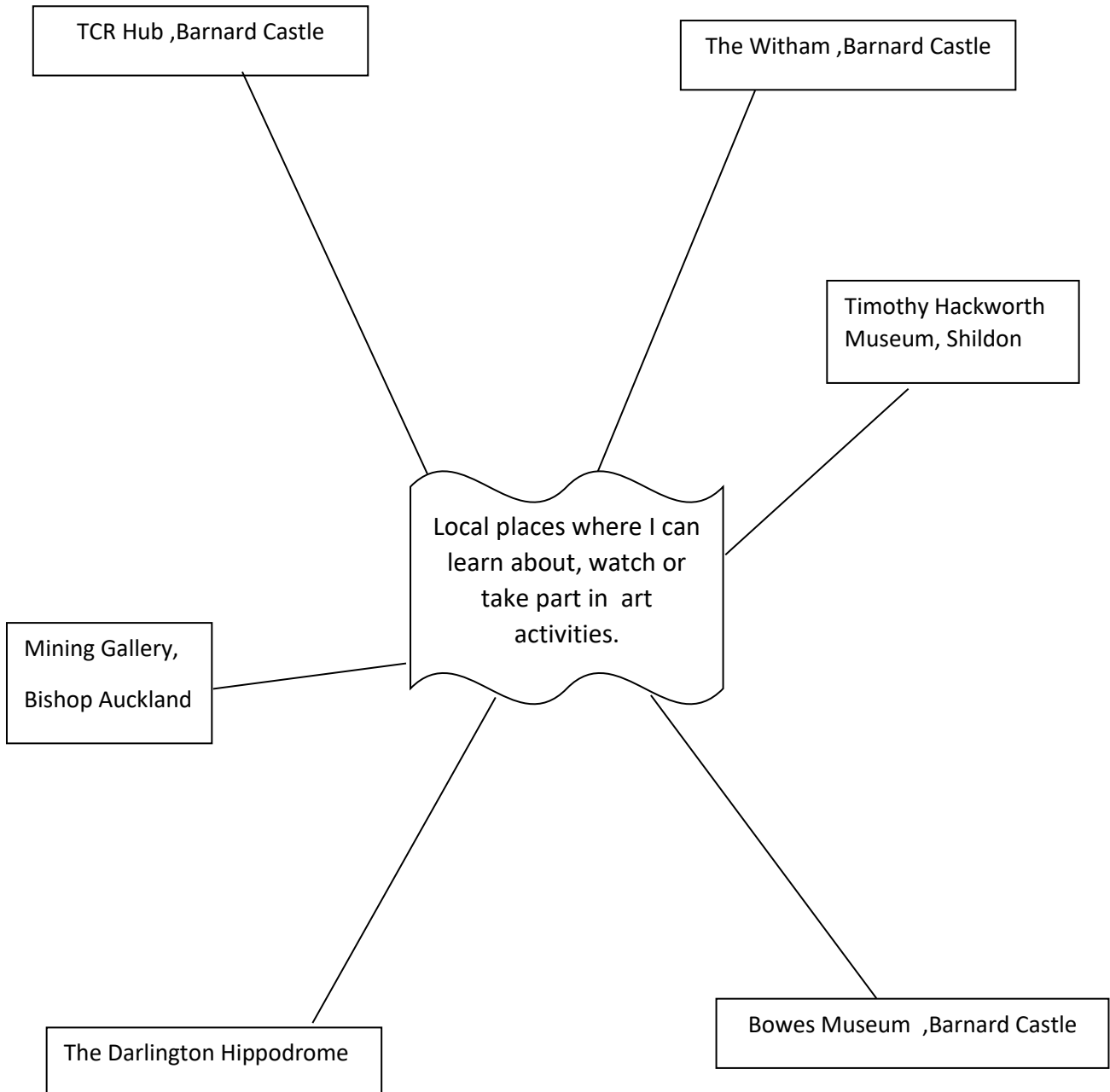
Is there anything else you want to add?

--

5. Local Art Institutions

Where could you meet local artists and find out about or learn a new art skill in our area?

Can you add to this map? (You can include music lessons/art and craft clubs)

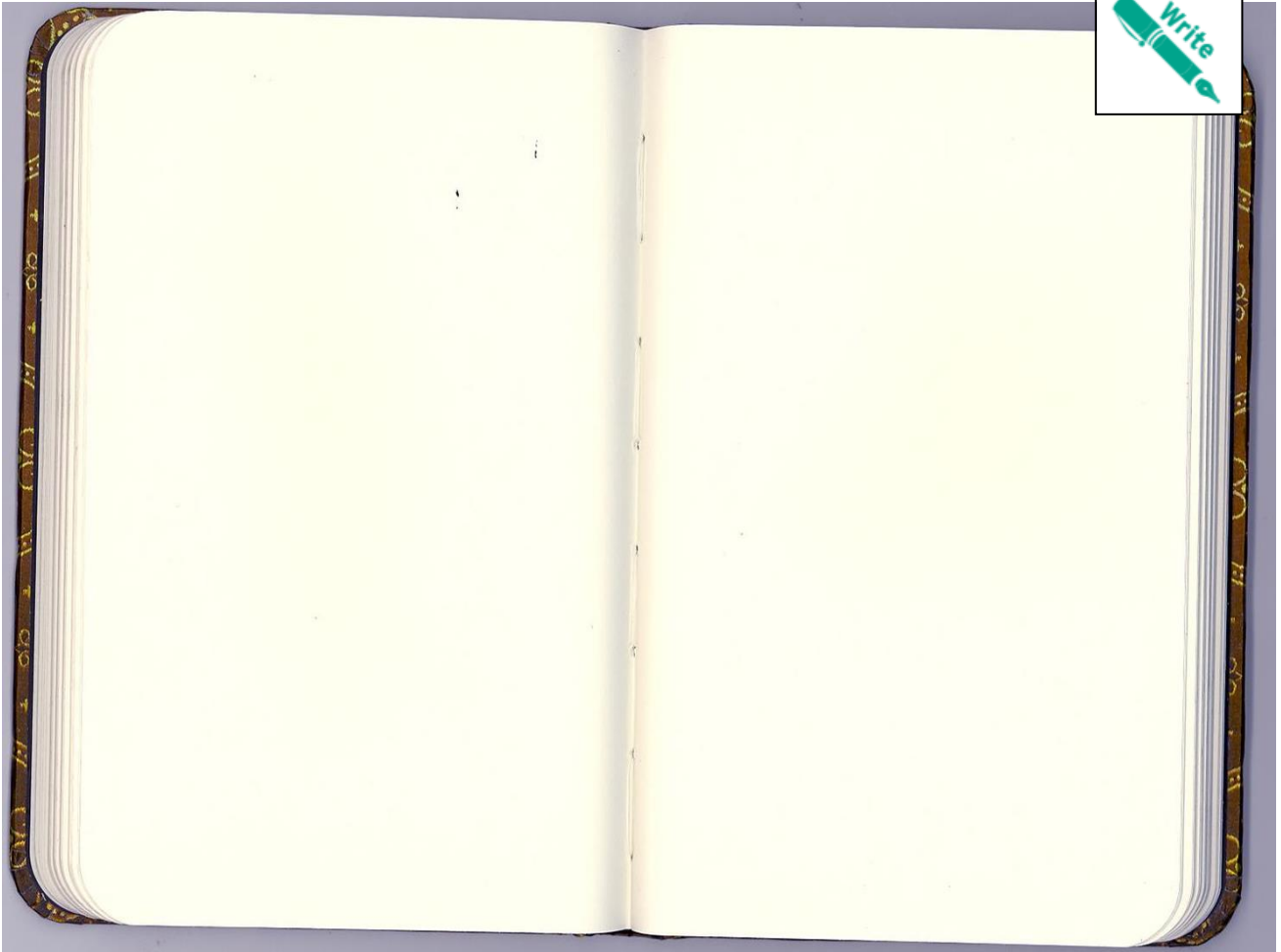


Finding out

Pick a local art institution and see what you can find out about them.

If you can't use the internet, maybe you could use local newspapers like the Teesdale

Mercury and Northern Echo. See if you can spot articles about art forms and make a mini-scrap book



Add your key points.

Scrap book page



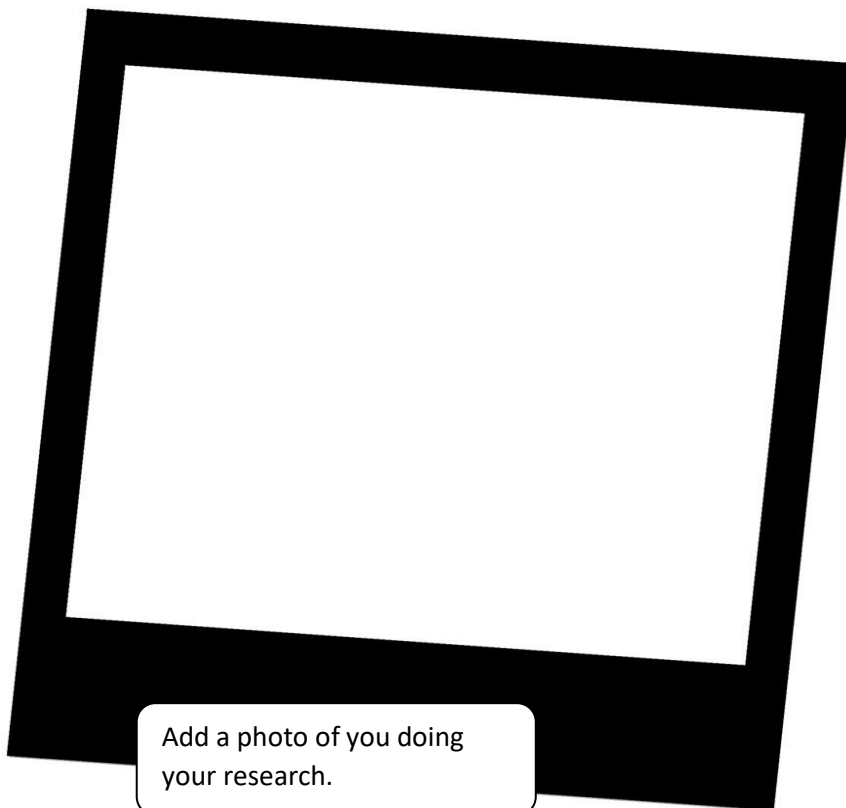
6. Evaluating Section B



Have you enjoyed finding out about different artists and art institutions?

What one thing surprised you most?

Has this inspired you to find out about other artists?
Who would you choose – they can be musicians, actors,
film directors, costume designers,



Add a photo of you doing your research.

If you want to visit other galleries, there's a list of virtual tours at the end of the booklet.

Section C: Create a piece of art

Your challenge is to create a new art piece that demonstrates your art skills and creativity. You might want to use the new knowledge you've gained from the workbook, such as writing a poem like Michael Rosen (page 1) or using shape and colour to create a new drawing like Judith Rothschild (page 20) or Herbert Bayer (page 37).

1. Make a plan



What are you going to create?

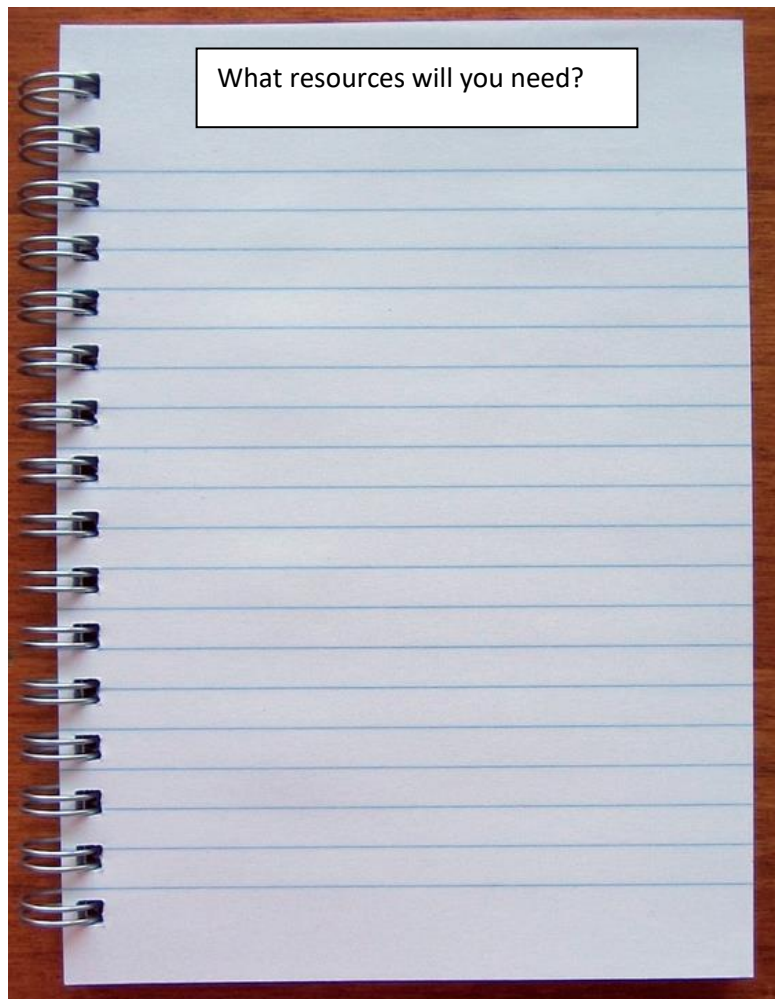
Tip: Keep it simple!

When making a decision – think about how the final piece will be recorded in your workbook. You could create a new song so long as you write the lyrics down. Body percussion and dance would require a video, so perhaps best to

How long will it take?

What resources will you need?

Will you work on your own or with others? (This could be family members)



2. Record your progress





Add a photo of you doing planning or making your art piece

Ideas:

How did you do it? Do you like to plan and draft or jump straight in?

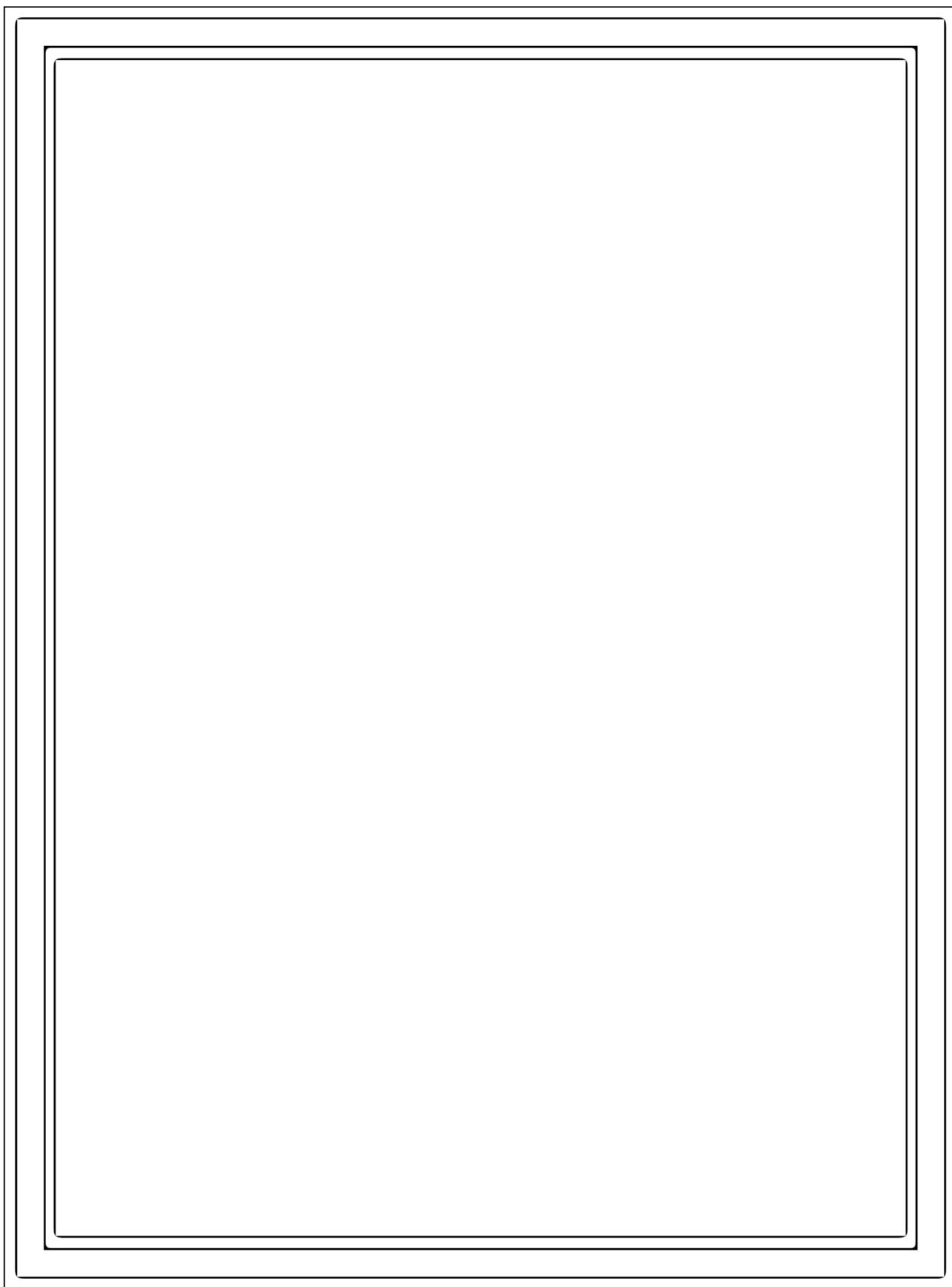
How will you record the final piece?

Did you discover anything new?

Has anything been harder than you thought?



3. My new art work



4. Evaluating my final piece



Rate your art work (10 being excellent) – colour the stars.



Show your art work to other people (at home, electronically or at school).

What do they think? Put their feedback and who they are (eg 'sister/dad') in the comment bubbles.

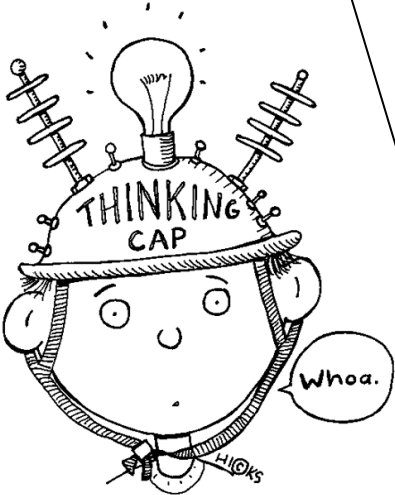
Three large, empty speech bubbles arranged in a triangular pattern: two at the top and one larger one at the bottom center. To the left of the bottom bubble is a thumbs-up icon, and to the right is a green pen icon with the word 'Write' written above it.

Is there anything you have changed, or anything you want to use to develop next time?

Section D: Celebrate and share.

In this section, review your overall art project journey.

1. Evaluating



What part of this arts project was the most fun?



Which part was the most tricky?



What task would you like to do again?



2. Sharing my project journey

There are two ways you can share your work

Option 1 – Share with your family now (**you'll need a photo**)

Option 2 – Share with your class when you go back to school.

Decide what you want to do and then fill in the boxes below.



I am sharing my work with.....



3. Evaluating my presentation

How did your presentation go? Did you speak clearly?

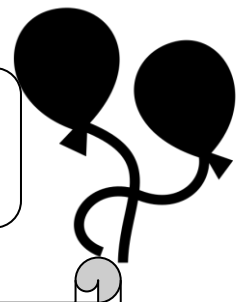
Were you nervous? Did you use any props?



This is what people thought, about my presentation.....



How will you celebrate the end of your journey?



CONGRATULATIONS !

Section E: Just for fun

Grown-ups - these tasks are all optional extras.

Resources to find out more about percussion

BBC Radio (Audio only)

1. Tip tap, tickle-tickle, bip bap, bong!

<https://www.bbc.co.uk/teach/school-radio/music-ks1-instruments-together-1-percussion/zhy947h>

Grown ups – this is 20 minutes, which is a long time to sit and listen, so you may want to put it on in the background which your child is playing, or just dip in and out . The first 7 minutes are the most useful [00:00 – 06:44]



Hand Clapping Game "Bim Bum"

This is difficult!

<https://www.youtube.com/watch?v=hz0dSnaTs2g>

<https://www.youtube.com/watch?v=U7Bcg8GgfsA> (version 2 with music)



Can you master this clapping game?



©Lakeshore

Optional Extra – Virtual Art Gallery Tours

Although everywhere is closed, you can look round a number of galleries as a virtual visitor!.

<p>The Louvre Museum in Paris (France) is the world’s largest art and antiques museum, holding world-famous pieces such as the Mona Lisa or the Victory of Samothrace, and is actually the most popular museum in Europe</p>	<p>https://www.louvre.fr/en/visites-en-ligne</p> <div style="text-align: center;">   <p>Ask for help</p> </div>
<p>The Metropolitan Museum of Art, New York (America). This incredible building is the biggest museum of art in the United States.</p>	<p>https://www.metmuseum.org/art/online-features/met-360-project</p>
<p>The Tate Britain, London houses British art from 1545.</p>	<p>https://www.tate.org.uk/visit/tate-britain/display/walk-through-british-art</p>
<p>Van Gogh Museum, Amsterdam. This art museum is named after one of the most famous and influential figures in the history of Western art – Vincent van Gogh, a Dutch post-impressionist painter,</p>	<p>https://www.vangoghmuseum.nl/en</p>
<p>National gallery, London. The National Gallery is home to over 3,000 paintings, drawings, watercolours and art from 13th to mid-20th century Europe</p>	<p>https://www.nationalgallery.org.uk/visiting/virtual-tours</p>